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Brief to the Alberta Commission on Educational Planning by the City Of Edm 1



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Submission to

# The Alberta Commission on Educational Planning



By The City of Edmonton

May 1970

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THE MAYOR

IVOR DENT, PH.D.  
EDMONTON  
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## The City of Edmonton

"THE HEART OF CANADA'S GREAT NORTH WEST"

May 6, 1970

Dr. W. H. Worth  
Commissioner for Educational Planning  
Department of Education  
Government of the Province of Alberta  
Edmonton, Alberta

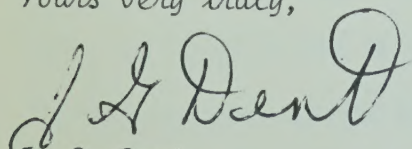
Dear Dr. Worth:

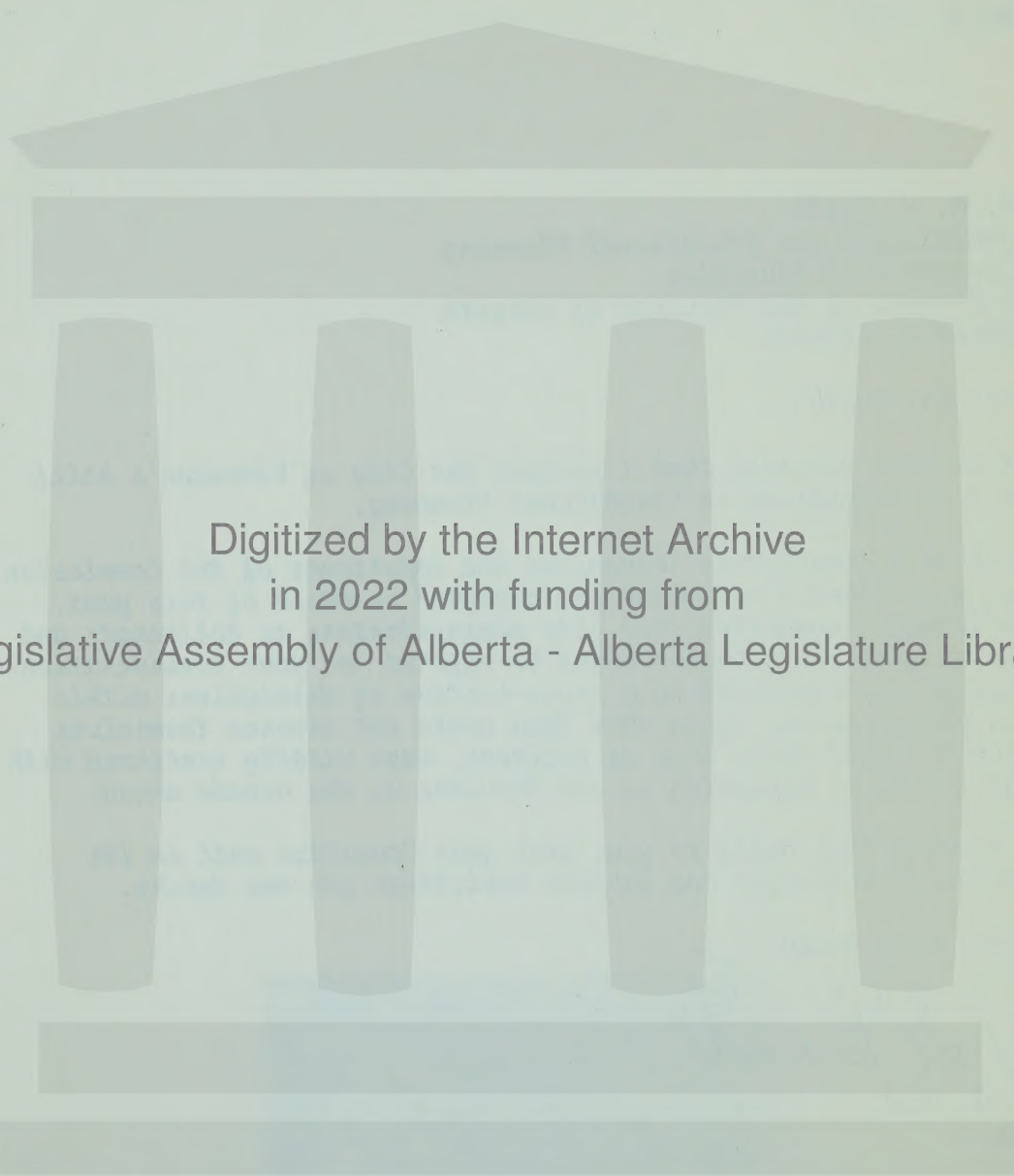
It is with pleasure that I enclose the City of Edmonton's brief to your Commission on Educational Planning.

This City immediately recognized the importance of the Commission you were granted and which you accepted in March of this year. We formed a committee from City administrators to deliberate and decide what contribution might be offered for your consideration. This group, representing a cross-section of disciplines within our organization, found that they could not divorce themselves from the fact that, they as citizens, were vitally concerned with the future of education in our Province in the decade ahead.

I commend this brief to you, wish your Committee well in its endeavors and offer any further assistance you may desire.

Yours very truly,

  
I. G. Dent  
Mayor.



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# T H E C I T Y O F E D M O N T O N

## BRIEF TO

### THE EDUCATIONAL PLANNING COMMISSION

#### I AIMS AND OBJECTIVES

As a basic goal, education must be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. Education can no longer be concerned with one aspect of life. It must provide for the development of the individual in the context of the society in which he exists throughout his lifetime. Further, the educational process must provide for all on an equal basis, setting individual need and ability as the standard for providing services.

(1, 9, 17) *Therefore we recommend that the educational process become a TOTAL PROCESS aimed at the development of the TOTAL PERSON.*

#### II CURRICULUM

The curriculum provides the tools by which the individual discovers how to learn, to think, to compare, to judge, to make decisions and to adjust. A balanced curriculum must be available to equip the individual with the elements necessary to lead a full and rewarding life. It must be flexible to handle all individuals regardless of background or ability. Finally, the curriculum must be coordinated to provide programs to allow the individual an opportunity to develop throughout his lifetime.

(2, 10, 18) *Therefore we recommend that the curriculum -*

- a. *Be both utilitarian and humanitarian. It must develop job related skills through formal training, on the job training, and post graduate retraining. It must develop human competence to cope with family life, educational experiences, religious experiences, as well as social environments.*





- b. Provide for growth - socially, culturally, economically and politically. It must encourage social development, cultural appreciation, economic competence and a training in the political sciences to preserve and improve our democratic way of life.
- c. Allow total involvement: of the student from childhood to adulthood; of the local community; of the parent, the professional and the non-professional; of the drop-out, the teacher and the professor; of the private school and the public school; of the sectarian and the non-sectarian; and, of the news media, youth, professional organizations and institutions.
- d. Provide for all cultures - moral, artistic, racial and economic. It must develop personal moral standards; dispell racial prejudices; compare aesthetic and economic approaches to the future.
- e. Be planned, researched, tested, applied, evaluated and ever remain unfinished. It must provide for revised collective planning; allow for experimentation; encourage innovation; and establish new means of application and evaluation to allow growth in the total educational process.
- f. Should be developed with regard to the needs of industry.
- g. Provide for upward educational mobility through curriculum options which allow for admission to more advanced educational programs with minimal loss of credits or time.





### III TEACHING AND LEARNING

Teaching and learning provide the tools of communication. To meet the goal set for the total approach, methods will have to be centred on the individual. Rote learning and instruction must supplement discovery through experience and problem solving. The methods and procedures will have to be geared to providing for the lifelong development of the individual. Further, to ensure such development, new methods will have to be found to evaluate his performance and the effectiveness of the program.

(3, 11, 19) *Therefore we recommend -*

- a. *That a continuous teaching and learning process be developed to provide tools to allow the individual to live a full life.*
- b. *That the teaching and learning methods be centred on the individual with a view to providing for his full development.*
- c. *That those with learning disabilities and psychological and/or physical handicaps be assured of the maximum education possible in the light of individual capacity. Equal opportunity and access for such persons requires knowledgeable and skilled personnel.*
- d. *That new methods be developed to evaluate the progress of the individual and assess the worth of the teaching and learning process and methods.*
- e. *That opportunities for guided early childhood learning be available to all under standards supervised by the appropriate authority. There is a growing body of opinion emphasizing the importance of early childhood educational programs. Since the foundation for educational attainment*





is laid in early years it is important that opportunities be made available for guided early childhood learning. Such programs should incorporate parent participation to ensure reinforcement of the educational process by the home.

- f. That national coordination of technical and vocational training in relation to market demands be effected. The growth of technical and vocational training institutions in recent years has represented an important advance. However, better coordination of programs offered on a national basis is essential. Training and retraining programs must be based on adequate market research on job demands and job opportunities over the short, medium and long terms to avoid surpluses of what could become obsolescent personnel. From the utilitarian standpoint, investment of resources in training and retraining, particularly at the adult level, must produce benefits either for the individual or for society in terms of increased productivity.
- g. That educational training and retraining programs be supported by adequate income support programs in order to be realistic alternatives for low and middle income families. Projections of experts for the coming decades stress the probable necessity of retraining, possibly several times, during the employment lifetimes of any given individual. Retention of people in the labor force in a rapidly changing technological society is expected to create demands for retraining programs in excess of present capacity. The success of such programs will depend on the availability of adequate income support during periods





*when earnings are suspended for that large segment of the population which includes the unemployed and those who earn low and middle incomes. Vocational and technical training and retraining programs should be made available to all persons without discrimination as to age, sex or family status. Adequate counselling resources must be added to all adult training and re-training programs to help assure that the choice of programs, level of entry, and long term objectives are realistic.*

#### IV PERSONNEL

To provide the human resources necessary to achieve a total person approach to education, new methods will have to be evolved to involve the human resources of the community in the educational process. The broadened scope of the curriculum along with the development of new methods of teaching and learning will provide new opportunities to achieve this greater involvement. Steps must be taken to ensure that this involvement occurs.

*(4, 12, 20) Therefore we recommend that -*

- a. The human resources of the community be utilized in the educational process of the community.*
- b. Those best able to help others learn be allowed to participate in the educational process.*
- c. Community school directors be appointed to work in pilot projects to develop the community centre concept.*
- d. The training and placement of administrative and organizational staff be segregated from teacher training and placement, in order that:*





- each area will be identified as a separate professional specialty;
- excellence may be comparably rewarded;
- the competence of other professions, as well as education, may be recognized in the administrative and organizational fields.

V

ADMINISTRATION AND ORGANIZATION

A multiplicity of authorities presently develop and implement policies for the educational system. The success of the total approach to education will rest on the ability of these groups to become more responsive to the community served. New ways will have to be found to make this group more responsive and responsible to the people served.

(5, 13, 21) Therefore we recommend that -

- a. The Federal, Provincial and Municipal Educational governing structures be revised to insure local autonomy in the decision-making process.
- b. New methods be found to involve more individuals from the community in the decision-making process.
- c. New methods be developed to make community demands and requirements known along with safe-guards to ensure these needs are met.
- d. An organizational pattern be evolved to lessen, and eventually overcome, the administrative duplication of services, of supervision and of jurisdiction whether within an institution of learning, among such institutions, within a local area of control, or among the departmentalized super-structures of provincial control.





## VI FINANCE

Basic to the success of the total process will be the methods of financing. As the viability of the community will rest on its ability to produce a total person capable of fulfilling himself while providing the community with a useful service, consideration must be given to the philosophy for financing a total process. If the process is to provide for all on an equal basis, the educational process must be free and available to all within the limits of our economy. As the benefits received from education are national, there should be a basic national program with its financing premised on a national concept. Finally, the payment for education should be exacted from those who benefit and/or have the ability to pay while maintaining the goal that education be accessible to all.

In October 1969, The City of Edmonton supported, and participated in the preparation of, a brief to the Province of Alberta Committee on Real Property Assessment and Taxation which was presented by the Alberta Urban Municipalities Association.

With respect to the financing of education, the principle statements contained in the brief can be summarized as follows:

1. Concrete measures will have to be undertaken to integrate provincial-municipal tax systems and to permit a more measured and systematic control of the level and distribution of tax burdens.
2. The property tax should be used primarily to finance those services and facilities which are directly related to property. Services related to the welfare of people, i.e. education, welfare and health, should be borne by senior levels of government.
3. In order to assume the responsibilities enumerated in 1. and 2. above, it is apparent that the province will have to raise revenues from other sources such as income tax and sales tax.



4. The concept of an equal educational opportunity for all children as embodied in the provincial education plan<sup>1</sup> is supported. Recognition is made of the fact that certain municipalities may wish to go past the basic plan and on this basis, it is recommended that limited amounts may be requisitioned on the tax base of a municipality to accomplish this objective.

In the context of this brief, The City of Edmonton would like to reiterate its support of the foregoing statements at the provincial level and its support of these principles insofar as they can be contained in a national educational plan.

(6, 14, 22) *We therefore recommend the following -*

- a. The adoption of a national education plan designed to accomplish the basic goal of an equal educational opportunity on a national basis.*
- b. In order to finance a National Educational Plan, existing current constitutional problems be studied and resolved.*
- c. An examination and a complete reassessment of the principles of continuing a plurality of school systems as they affect the financing of education--especially in the capital cost area.*
- d. A complete realignment of structure in the operating and financing of the recreational process. This could result in the municipal endeavors in the recreational-educational field being melded with the overall educational program.*
- e. An examination of the capital construction programs of*

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<sup>1</sup> Report of the Minister's Committee on School Finance, Department of Education October 1, 1969, page i.





municipalities in the health, welfare, library, recreation and other related fields and the coordination and integration of these with educational facilities in order to produce capital cost savings and perhaps more importantly, savings in the program field. Further, municipalities should take the lead in encouraging private groups and volunteer agencies engaged in these fields to cooperate by a joint venture in planning, construction and programming.

- f. An examination and consideration of the role that the private sector and notably industry, must play in the retraining and adult education area in order to accommodate the rapid changes in technology likely to occur in the future.
- g. That the school budget be the financial plan for translating into reality the educational program which the school board, staff members, students and other citizens have agreed upon as desirable for the community.
- h. The adoption of new financing proposals that assume a balanced federal-provincial-municipal cost sharing arrangement and the use of a more widely diversified base of revenue sources.

## VII FACILITIES AND MATERIAL RESOURCES

For too long the school has been considered a "Little Island Set Apart"<sup>1</sup> from the rest of the community. If the educational process is to attempt to involve the human resources of the community and to make this process a lifelong experience, it will be necessary to provide adequate physical resources.

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<sup>1</sup> William G. Carr.





(7, 15, 23) Therefore we recommend that -

- a. All educational facilities existing and planned, be modified to become community centres; a community centre being a centre developed by and for the people in the community served. Further, the material resources be acquired to meet the needs of the community centre concept.
- b. The development of community services be examined with a view to drawing together and coordinating the physical and material resources to avoid waste from duplication and to ensure maximum use.
- c. The existing standards relating to community reserve land be studied as to whether the amount of land now provided is adequate when parks, various types of schools and other community facilities are combined on the same site and in areas of varying density.
- d. All physical facilities for education be made available for educational or other community uses on a full-day, year-round basis. The cost of the physical plant for local schools, universities, trade schools and other educational institutions represents a very significant portion of the education budget. By making more intensive use of these facilities the investment in physical plant for educational and community purposes would be reduced.
- e. Facilities be provided to educate the physically and psychologically handicapped.

#### VIII PLANNING, RESEARCH AND DEVELOPMENT

The planning, research and development function must be a viable element in the provision of an education program which aims at the achievement of evolving goals and principles. This function must contain all stages of survey, analysis,





preparation of plan, implementation, feedback and evaluation on a continuing basis.

(8, 16, 24) Therefore we recommend -

- a. That a comprehensive planning and research program be developed for the entire process by:
  - (i) integrating existing planning at the local level and research at all institutional levels.
  - (ii) providing a method for collecting and distributing available research material.
  - (iii) integrating research from private corporations.
- b. That it be mandatory to undertake major reviews of the educational system at regular intervals.
- c. That more meaningful criteria be established to determine the effectiveness of the education program. While the budget per student or teacher-student ratio is self-explanatory and easily quantifiable it seems more important to establish and use criteria which measure or indicate the students' personal or social maturity, citizenship, logic, and understanding of our culture.



OTHER RELEVANT DOCUMENTS AND PUBLICATIONS

AVAILABLE ON REQUEST

1967

1. Critique on Utilities by The Edmonton Study Group  
The Centennial Study and Training Programme on Metropolitan Problems  
August 1967
2. Edmonton Municipal Planning Commission  
General Plan City of Edmonton, Alberta  
August 1967

1968

1. Eric J. Hanson B.A., M.A., Ph.D., F.R.S.C.  
The Potential Unification of the Edmonton Metropolitan Area  
A Fiscal Study of Annexation and Amalgamation  
University of Alberta Edmonton, Alberta  
March 1968
2. Walter Walchuk B. Com., M.A.  
Planning Edmonton's Future  
Community Planning Review Vol. 18 No. 1 1968
3. Report of the Mayor's Committee on Human Resources  
Developing Edmonton's Human Resources  
May 1968
4. The City of Edmonton Planning Department  
Mobile Homes in the Urban Environment  
August 1968
5. The City of Edmonton Social Service Department  
Annual Report 1968
6. The City of Edmonton Parks and Recreation Department  
1968 Annual Report
7. City Planning Department  
Appendix No. 1 Amendments to the  
City of Edmonton General Plan  
December 1968





1969

1. The Alberta Urban Municipalities Association  
Bill 35 An Act to Amend The Municipalities Assessment and Equalization Act  
March 1969
2. The Alberta Urban Municipalities Association  
Brief to The Minister's Committee on School Finance  
1969
3. The Alberta Urban Municipalities Association  
Brief To The Province of Alberta's Committee on Real Property Assessment and Taxation  
1969

1970

1. The City of Edmonton Parks and Recreation Department  
Master Plan Preliminary Report Chapters 1 to 4  
January 1970





# BASIC DATA CLASSIFICATION SYSTEM

	ELEMENTS							
	I	II	III	IV	V	VI	VII	VIII
	Aims and Objectives	Curriculum	Teaching and Learning	Personnel	Administration and Organization	Finance	Facilities and Material Resources	Planning, Research and Development
Post - Secondary	1	2	3	4	5	6	7	8
N-12 System (Nursery School through Grade XII)	9	10	11	12	13	14	15	16
Lifelong Education (Adult & Continuing Education, Retraining Programs, etc.)	17	18	19	20	21	22	23	24



COMMITTEE MEMBERS

<u>NAME</u>		<u>TITLE</u>	<u>DEPARTMENT</u>
L. C. Knudtson	Chairman	Intergovernmental Officer	Commissioners'
P. H. Walker	Co-Chairman	Superintendent	Water
W. Hooson	Resource Ass't	Executive Assistant	Commissioners'
Mrs. J. Binnie		Executive Assistant	Commissioners'
G. Hodge		Superintendent	Engineering
Geo. S. Hughes		City Assessor and Tax Collector	Assessor's
J. Janzen		Superintendent	Parks and Recreation
D. Milne		Planning Director	Social Service
J. E. Mulloy		Special Accounting Advisor	Finance
V. Pettigrew		Assistant Superintendent	Parks and Recreation
S. C. Rodgers		Planning Director	Planning
E. Taylor		Systems Planning Engineer	Telephones
K. Townsend		District Recreation Supervisor	Parks and Recreation
W. Walchuk		Senior Planner - Research	Planning
K. Waas.		S.S. Dept	







